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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Gary T. Edwards 11/16/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Joe Key 11/16/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 1/24/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 1/25/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Edward Salo, Dept. of History, [esalo@astate.edu](mailto:esalo@astate.edu) 870-972-3130

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

HIST 4493

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Cultural History of Comic Books in America

Short title: CULTURAL HISTORY COMIC BOOKS

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **No** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, odd

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. **Yes** Is this course dual listed (undergraduate/graduate)? HIST 5493

11. **No** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit? No

Please explain. Enter text...

12. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. **No** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week 1: Introduction**

**Week 2: Superman and Batman: The Birth of the Superhero**

**Week 3: The Golden Age of Comics**

**Week 4: Comics and World War II**

**Week 5: The Comic Book Code**

**Week 6: Comics in the 1950s**

**Week 7: The Silver Age of Comics**

**Week 8: The Creation of the Marvel Universe**

**Week 9: Comics in the Cold War**

**Week 10: Comics and Social Issues**

**Week 11: The Bronze Age of Comics**

**Week 12: Watchmen and the Dark Knight**

**Week 13: The 1990s**

**Week 14: Civil War and Comics in the 2000s**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

The class will use existing staffing and classrooms. It will not require any additional resources.

1. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

While many people think of comic books as children’s media, Dr. Katherine Aiken, professor of history and Dean of the College of Letters, Arts and Social Sciences at the University of Idaho, argues for the value of comic books in teaching American history because they “offer a surprisingly valuable window into twentieth century US history.”[[1]](#footnote-1) The superhero comic book first appeared in the United States in the late 1930s and quickly became one of the most widely read types of periodicals among youth and other age groups. However, comic books were not merely mindless entertainment for youngsters. Comic books and their creators, like other creators of literature and music, were “influenced and have been influenced by American political, social, and cultural events.”[[2]](#footnote-2) Historian Bradford Wright contends that, “emerging from the shifting interaction of politics, culture, audience tastes, and the economics of publishing, comics books have helped to frame a worldview and define a sense of self for the generations who have grown up with them.”[[3]](#footnote-3) The stories in comic books explore the shifting role of America in the international arena, changing gender roles, and responses to racism, sexism, and the Cold War. The proposed class will examine the history of comic books in America by exploring them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the political, cultural, and social history of the nation. Additionally, the course will also study how comic book publishers grew from small studios to parts of large corporations. The students in the class will consider secondary sources as well as read and dissect individual comic books and story arcs from the various ages of comic book history to see those shifts. This will be accomplished through examining histories of comic books, as well as reading important issues of comic book series and exploring the portrayal of comic book superheroes in other media.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course strives to provide students the opportunity to synthesize primary and secondary historical sources, as well as to articulate historical content and broader historiographical trends, both Program Level goals of the BA in History.

c. Student population served.

The class is designed for upper-level undergraduate history majors. However, the course is taught in a way that allows students from other fields to be comfortable in the class.

d. Rationale for the level of the course (lower, upper, or graduate).

The class is designed for upper-level undergraduate history majors because it requires a certain knowledge of twentieth-century of American history.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ X]** Global Awareness | * 1. **[ X]** Thinking Critically | * 1. **[ X]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

HIST 4493 is an elective and the class will not be used to assess any BA History program outcomes, but it will serve as an elective that will reinforce two of the program-level learning outcomes. The first outcome addressed in the class is “Critical Thinking: A graduate with a BA in History will be able to synthesize primary and secondary historical sources.” This outcome will be addressed by having the students examine primary sources (comic books from the period) and having students place these in the context of the historical events occurring. The second outcome addressed is “Content Knowledge: A graduate with a BA in History will be able to articulate historical content and broader historiographical trends.” This will be addressed since the secondary sources place the different periods of comic book creation in the larger historic context.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

HIST 4493 is an elective and the class will not be used to assess any BA History program outcomes, but it will serve as an elective that will reinforce two of the program-level learning outcomes.

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | The primary goal of the class is for students to be able to categorize the evolution of the comic book in American culture and be able to discuss its relevance as a medium of expression. |
| Which learning activities are responsible for this outcome? | Several book reviews, weekly papers, in-class discussion, and a final test |
| Assessment Measure and Benchmark | The book reviews, weekly papers, and in-class discussion will be graded using a rubric provided to the students. The final test will be based on a study guide provided to the students. |

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| **Outcome 2** | The students will analyze the weekly readings on major topics related to American cultural history. |
| Which learning activities are responsible for this outcome? | In-class discussion and weekly response papers |
| Assessment Measure and Benchmark | The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students. |

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| **Outcome 3** | The students will be able to critically analyze individual comic books, with attention to narrative, subject matter, and form. |
| Which learning activities are responsible for this outcome? | In-class discussion and weekly response papers |
| Assessment Measure and Benchmark | The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students. |

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| **Outcome 4** | The students will be able to discuss the intersection of comic books and political critique. |
| Which learning activities are responsible for this outcome? | In-class discussion and weekly response papers |
| Assessment Measure and Benchmark | The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students. |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**HIST 4453. United States Civil War and Reconstruction** UNITED STATES HISTORY. The Civil War period and the resulting problems of Reconstruction. Fall, even.

**HIST 4463. U.S. Gilded Age and Progressive Era** UNITED STATES HISTORY. Explores the dramatic economic, social, and political upheavals of 1880 to 1917. Spring, odd.

**HIST 4473. U.S. Southern Women’s History** UNITED STATES HISTORY. Examines the history and changing status of women in the U.S. South from the 1400s to the present. Cross listed as WGS 4473. Spring, even.

**HIST 4483. History of Sexuality in America** UNITED STATES HISTORY. Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class. Cross listed as WGS 4483. Dual listed as HIST 5483. Fall, odd.

***HIST 4493. Cultural History of Comic Books in America UNITED STATES HISTORY. Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation. Fall, odd.***

**HIST 4513. Museum Collections Management** GENERAL HISTORY. An overview of the management and preservation of material culture in museums. Policy development, documentation and care of collections are broad topic areas. Demand.

**HIST 4553. History of Medicine** WORLD AND EUROPEAN HISTORY. Worldwide survey of medicine, disease, and health from prehistoric times to the present. Fall, odd.

**HIST 4563. Plagues and Pestilence in World History** WORLD HISTORY. Effects of the relationship between humans and infectious disease, from prehistory to AIDS and bioterrorism. Spring, even.

**HIST 4583. Special Topics in American History** UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Demand.

**HIST 4593. Special Topics in World History** WORLD AND EUROPEAN HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in World History. May be repeated for credit with different subtitle. Demand.

**HIST 460V. Special Problems in History** GENERAL HISTORY. Individual problems in history for juniors and seniors, arranged in consultation with a professor. Must be approved by the depart- ment chair. Demand.

1. Katherine G. Aiken, “Superhero History: Using Comic Books to Teach U.S. History,” *OAH Magazine of History*, April 2010, 41. [↑](#footnote-ref-1)
2. Jeffrey K. Johnson, *Super-History: Comic Book Superheroes and American Society, 1938 to present* (Jefferson, NC: McFarland Publishers, 2012), 2. [↑](#footnote-ref-2)
3. Bradford W. Wright*, Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: Johns Hopkins University Press, 2001), xii. [↑](#footnote-ref-3)